SECTION 2

LARGEST SWORN CIRCULATION IN NORTHERN INDIANA

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LANGUAGE TO LAUNDERING IN NIGHT SCHOOLS

AGES OF PUPILS AS VARIOUS AS CURRICULUM IN SOUTH BEND'S SECONDARY SCHOOL SYSTEM.

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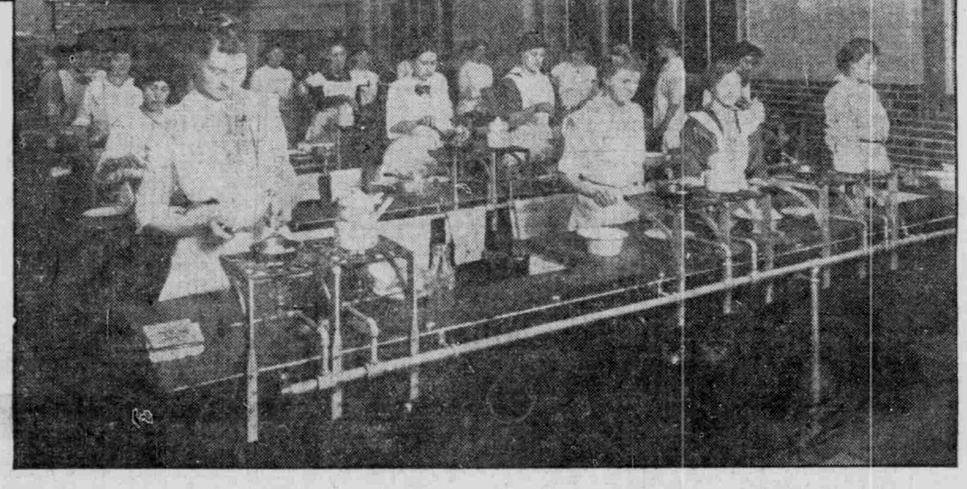
A HOME GIRLS' VOCATIONAL CLASS IN DOMESTIC SCIENCE AT HIGH SCHOOL LABORATORY. (Below.)



MOST "SCIENTIFIC" OF WASHINGS ARE DONE IN HIGH SCHOOL LAUNDRY. (Above.)

MAN OF 55 AND BOY OF 15 ARE ON SAME PLANE IN THIS CLASS. (Above.)

South Bend has a secondary school system of which little is heard but which, nevertheless, is an adjunct serving a purpose far more important and valuable than is generally realized. This educational organization is composed of the night schools and vocational classes for both men and women which are held at least three afternoons or nights each week.

Enrollment figures for the 25 classes of this secondary school system as produced by Supt. L. J. Montgomery show that more than 800 persons took advantage of this means of securing free instruction during the present school year. This is by far the largest enrollment for the night schools and vocational classes in the history of the plan here, which has been in operation for a number of years.

Probably the most valuable and interesting features of this secondary educational scheme are the night classes, which are conducted at the Laurel and Oliver school buildings for the benefit of the foreign population of the west side. Here in these classes are found the really ambitious immigrants who have come to America with the hope of improving themselves.

These young men and women, also older men, find the night schools as operated in South Bend the one means by which they may advance themselves and hundreds are taking advantage of the opportunity offered them. Being unable because of lack of funds or because they have passed the age limit to attend the day schools, these people are finding the night schools to be the solution of their greatest problem, that of learning the English language and American customs.

But one night spent in one of these evening classes proves the enormous need for the institution. Immigrants who have been in the United States for perhaps two years are often unable to give the English names for even the simplest and most common things. Methods of teaching are unique and the resources of the instructors are oftimes taxed to the limit in an effort to explain to the foreigners the English language and its expression.

Classes at the Laurel and Oliver schools are held three nights each week in the basement rooms of the buildings which have been set apart for the purpose. During the present winter the enrollment at the Laurel school has reached 153, although with the approach of spring the numbers decrease. Three teachers have charge of these classes in which English and the rudiments of civil government are taught.

Men and boys of all ages attend the evening classes. At the Laurel school one of the most interested students is a Russian 55 years old, who studies alongside of boys as young as 17. This elderly pupil came to this country several months ago with his son, leaving behind him in Russia his wife and family and his property. He entered the Laurel night school last fall and has been attending regularly since.

Several days ago he told his instructor, Prof. Berry, that he had received a letter from his wife in Russia saying that the czar's government had ordered their son, who is in America, to take up arms or his family to pay $300. Since the son cannot join the army and the $300 is lacking the family is in danger of losing its property through confiscation. This is but one illustration of the type of men and women who attend the evening classes.

The majority of pupils in the Oliver and Laurel schools are of Russian, Slavish, Hungarian or Yiddish parentage. During the day they work in the factories or shops, but are prompt in attendance at the schools. Although it is found that some of them are difficult to teach the instructors say that they are the most willing of workers and anxious to learn.

A peep into the class rooms at the Laurel school reveals some of the odd but practical methods that are employed in teaching these new Americans. Each door has a sign, "Door," tacked upon it. A card bearing the word "Window" is tacked upon each window. Simple sentences are written upon the blackboards. Tools and articles of everyday use are stacked in the corners of the room. The instructors use these for teaching their pupils the names.

Here is where the night schools of the west side are finding their greatest handicap. Lack of equipment for teaching the foreigners is proving a problem for the instructors who have almost exhausted available means for illustrating the many points which arise during the study periods. The newcomers to this country naturally do not know the American names for articles of common usage and it is only through illustration that these names can be impressed upon them.

An ordinary observer would be startled by the methods employed by the instructors who before class rummage around the buildings for any articles which may be discussed during the study period. These articles may include a shingle and a tub, a rake or a shovel, or perhaps a ladder or a hinge. The pupils are asked to name the various articles which are on display. Perhaps one or two are able to do so, but the rest, although they know what the tub is used for, cannot give it the English name. The teacher names it, discusses it with the pupils and does everything possible to impress upon them the name of the specific article.

The one need of the night schools is a large assortment of supplies of various kinds for use in illustrating. Tools, hardware, materials of various kinds, and innumerable other things are actual necessities for better teaching in these classes. It is felt by those who are interested in these institutions that either the school board or others should make some arrangements to supply these needs in order that the work may be facilitated and placed on a more systematical basis.

Many peculiar situations arise in the teaching of these immigrants. For instance, the instructor wishes to impress the word "fall" upon his pupils. He holds up a book and lets it fall. After his students learn the meaning of the word "fall" he holds up the book and drops it. He wishes to teach the pupils the meaning of the word "drop." He asks what he did with the book. Invariably the answer is: "You fall the book." This is but one example of the way the night school pupils are taught the use of simple English.

Two teachers are employed at the Oliver school where the enrollment averages about 70. The night classes at this school closed last Monday as most of the pupils find it impossible to attend when the weather becomes warmer and they are enabled to work. The largest attendance is during December and the early part of January. The instructors at the Laurel school are Mrs. Norman Dakin, L. C. McKee and T. F. Berry.

Advance night classes in mechanical drawing, typewriting, bookkeeping and commercial English are held in the high school and eighth grade buildings practically every evening of the week. Probably the most regular class is that in mechanical drawing, conducted by George F. Weber on Monday, Tuesday and Wednesday nights in the eighth grade building. To this class belong 25 young men who are working in the drafting departments of different concerns in the city. The night classes are proving an aid to them in advancing in their chosen profession and the authorities find them to be probably the most industrious of any of the night school pupils.

Shorthand, commercial English, typewriting, arithmatic, bookkeeping, penmanship and spelling are the principal subjects in the night course at the high school building. The total enrollment in these classes is 150. The majority of the pupils are studying typewriting and shorthand which is taught by the high school instructors in these same courses.

Under the state vocational educational laws instructors in vocational classes received two-thirds of their pay from the state, the remainder being paid by the school board. By this means the organization of many vocational classes has resulted, several hundred women and girls who do not attend schools being given the advantage of an education in cooking, sewing and the principles of proper housekeeping. Men and boys are also being instructed in woodwork and manual training, probably the most important class of this kind being that which was recently organized at the Kaley school.

Blue print reading, shop arithmetic and bench work is being taken up by this class, which now has a membership of 35. H. M. Appleman and Mr. Weber of high school have charge of this class which meets on Wednesday and Friday nights of each week. By means of these classes it is expected to give every man who will take advantage of the opportunity a trade which he may find useful in earning his daily living.

In the 16 classes for women and girls in which sewing, housekeeping and cooking is taught, almost 350 persons are enrolled. These classes meet in the afternoons and evenings and the membership covers practically every part of the field in South Bend. Probably the most unique organization is that of the home workers, or maids.

South Bend lays claim to the honor of having been the first city in the country to have formed such a class, although others have followed the lead and have organized similiar classes of maids for instruction in culinary arts. The home workers number 25 and meet on Tuesday afternoons at the high school domestic science department with Miss Florence Weld.

Miss Zola Montgomery is instructing a class of 18 negro women of the city in sewing. The class meets at the high school building Tuesday evenings. It was organized at the request of a number of colored women who were anxious to learn more about sewing. Much interest is being taken in the class by the women and excellent results are being obtained.

Factory girls are also a prime factor in the vocational work. Four classes of girls who during the day are employed in the different manufacturing concerns of the city have been formed. Cooking is the principal study taken up by these girls. One class is held at the Coquillard school on Thursday evenings and is conducted by Miss Weld. Another class meets at the Kaley school on the same night, one on Tuesday at the same place which is instructed by Miss Hinkley, and another on Wednesday night at the high school building which is taught by Miss Weld. The total membership of the factory girl classes is 92.

Two business girls' classes have been formed which are composed of young women who are doing commercial work, such as stenography, bookkeeping and other office or store work. The two classes have a combined membership of 45. On Monday nights 25 of these girls meet with Miss Hinkley at the eighth grade building where instruction is given in cooking, while another class of 20 meets at the high school building which is in charge of Miss Weld. The regular course in domestic science is given these pupils.

Women who do not work but live at home, either married or unmarried, have organized four housekeepers' classes with a total membership of 90 women. These classes are in charge of Miss Weld, Miss Hinkley and Miss Fredella Whitehead. One meets in the eighth grade building on Tuesday evenings, one on Thursday afternoons at the Muessel building, another Friday afternoons at the high school, and another at the Elder school on Tuesday afternoons.

A class in cooking composed of 22 members and organized under the auspices of the Catholic club meets on Monday nights at the high school building. Miss Weld is in charge of this class.

Mrs. Charles E. Hersee teaches a class in sewing and basket work at the high school building on Monday nights. The class numbers 21 women who are taking an advanced course in needlework and weaving. On Wednesday mornings the Home Girls' class meets with Miss Hinkley at the high school building. The members of this class are younger women who live at home and are taking a course in cooking.

Three cooking classes composed of school teachers are conducted on Monday afternoons at the high school, eighth grade building and the Elder school. The classes are instructed by Miss Ada Hillier, Miss Hinkley and Miss Weld. The total membership of the three classes is 65, taking in a large number of the city's school teachers who are learning to do their own kitchen work.

South Bend's secondary educational system is the result of years of work here and experience in other cities. Evening or night schools were first successfully put into operation in the United States during the middle of the past century. An attempt with but temporary results was made in New York in 1834. The system started when compulsory education was not as widespread as it is at the present time and when more children were consequently growing up without education.

South Bend's large foreign population provides a large and fertile field for the secondary educational system. One of the teachers in the night school classes believes that the solution of the problem of how to further Americanize the newcomers to this country would be in the erection of a large club house for residents of the west side. Here those who come to South Bend from European countries could mingle with their Americanized brethren, be taught the English language and customs of the country more quickly than through what little actual experience is available to them.

SACRIFICE OF YOUNG MEN GIVES FOREIGN BOY HIS OPPORTUNITY

As regularly as the weeks of the winter roll around there can be found each Monday and Thursday night on a certain west-bound Washington st. car three young men who are as truly missionaries as they whose names are heralded from the distant shores of Africa or of China. Regardless of the calls that lure the average young man of the city these three hold to the work which they have laid out to do and as a result a half hundred young Poles of St. Adelbert's parish are learning without price the rudiments of the language and the literature of the country which they have adopted.

The work which these young men do is a part of the educational scheme of the local Y. M. C. A. The three young men teach three classes; there is a class for the ones who cannot yet speak the English language, there is one for those who are just learning to read and there is one for those who can glean meaning from pages of English literature. The teaching of these classes is no small task and the results are not startlingly apparent, but the young men do their work cheerfully and quietly and their pay is the satisfaction of it and also their car fare.

If one wishes to visit these classes he may secure a bit of amusement from the visit for aliens do strange things to the English language. However, there is more than amusement to be gained from such a visit, for if one can forget the amusement and can grasp the deeper significance of the work he can perhaps understand the satisfaction which is the wages for which the three young men labor. Consider for instance how the work of the three young men met the needs of Joseph ———.

Joseph was only a boy when his mother called him to her one spring morning and said, "son, we are going to America." Joseph had looked into his mother's face with open-mouthed wonder. He saw all the glories that his young mind had ever conceived as he repeated to himself, "going to America." And then his mother had said, "are you glad?" and he had replied with a shout of joy as he rushed away to tell the news to his playmates.

Joseph's father had spent many discouraging years on his little farm where, only by the hardest work and the strictest economy, he had forced the overworked soil to provide a living for him and his small family. When the long winter days came he would sit and smoke with his neighbors and they would talk of the taxes and of the sad plight of the fatherland, but always they were careful not to say too much for they knew that the officers sometimes dealt harshly with a man if he became too free with his speech.

And sometimes one of the neighbors would receive a letter from over the seas and it would tell of the wonderful opportunities in the land of America and when they had read it over and over they would smoke for a time in silence and then one by one depart for their cottages to dream of what might have been. But Joseph's father had done more than dream. He had resolved that he would take his boy to the great country where he could earn money and be free. And Joseph's mother had sighed and had agreed that it would be for the best.

When at last another spring had come and the little farm had been sold, they packed in bundles their few belongings and boarded a train for the great seaport. Joseph remembers that wonderful trip. How they came to where the great ships lay at anchor and how at last they went aboard with hundreds of others and they all made merry during the days spent in crossing the seas. And then came the great city which seemed to reach to the very skies as he gazed awe-struck while the big ship was brought to anchor. More days of merry-making while inquisitive officials ordered them about and then the rush and the din of the city.

Joseph's father had found work of a varied sort and the happy months had rolled by when they no longer felt the loneliness and the discouragement of the little farm on the outskirts of the poverty stricken Polish village. Joseph, too, began to work and there were many people of his own race so that he soon forgot his old playmates and his boyhood pleasures.

But Joseph's parents did not forget the country and the little farm and so when the father heard of the mines where a strong man could make much money and could have a house all to himself, with a garden and chickens, he decided to leave the crowded city and to seek out this place of plenty and contentment.

All went well for a time while Joseph and his father both worked in the mine and they saved some money and had a little house to live in and Joseph's mother cared for a tiny garden and a few chickens. Here too there were more of their own countrymen and it was seldom that they had occasion to converse with any others and so they lived and had their pleasures much as they would have had them at the old home in the fatherland.

Fortune at last seemed to be smiling on the little family when the accident occurred and the father with many other men were killed. Everyone said that the company was to blame and would have to care for the families left destitute but when Joseph and his mother at last fully understood they learned that they had signed away hope of recourse for a mere pittance. And so the mother pined and drooped and in a few months Joseph was left alone to face the world in a country of which he had learned but little.

He worked for a time in the mine and then when he was laid off he became discouraged amidst the scenes of his troubles and so decided to move on to the great west from where came tales of much work and big pay. In the course of a few weeks he found himself a part of the army of men which annually followed the course of the harvest. As he traveled from place to place he tried hard to get work, but now he was among strangers who could not understand his foreign speech and he was rebuffed and laughed at and left to become penniless and more discouraged.

And so Joseph found himself during the late summer a wanderer in the great land of which he had dreamed such glorious dreams a few short years before. Occasionally he met others with whom he could talk and they would travel together for a time until in the course of events they would become separated and Joseph would again be left alone. Occasionally he secured work from some hard pressed farmer, but he could not understand when he would be given instructions and so he would be set adrift after a few days to shift as best he could alone.

At last, hungry and ragged and desperate, the youth found himself in Chicago, a part of the flotsam and jetsam which annually gathers there for the winter months. For days he sought in vain to find work until finally, driven to madness by the daily gnawing of hunger, he waited one night beside a dark corner and struck down a passer-by from whose pockets he scraped together a few dollars.

Now Joseph was not an adept at such work and he had done the job in a bungling manner so that it was only by fleetness of foot that he eluded the police. Thoroughly frightened, he did not stop until he found himself on a freight train which landed him on a cold bleak morning in South Bend. He had no intentions of remaining in South Bend, but when he had eaten he decided that he would look about him, and so it was that by chance he met with fortune and secured work again among others of his countrymen.

After the novelty of his new home and new work had worn off Joseph decided that he had found the place where he would like to remain. He had gained new friends who, much to his wonder, could understand the English language, although many of them had not been in the new country as long as he had. These friends he soon learned were hard working, ambitious boys who were saving money and getting ahead much faster than the boys with whom he had been associated since he had come to the new country.

It was when finally Joseph went with one of his new-found friends to a night school and there learned that, without cost, he could secure the instruction which he so needed that he felt again the joy that he had felt when he first started out for the land of his dreams. When he learned that here were young men who were willing to give their time that he might be helped, he forgot the distrust and the discouragement that had been taking hold on him and now today, a part of the country of his dreams, Joseph believes in the future as he did years ago when he left the fatherland.